

## Guidance Activities Action Plan 2004-2005

Ogden SD

**Target Group:** Students who have been referred by teachers or parents.

**Data Driving this Goal:** Office referrals for fighting or aggressive behavior.

Intended Behavior	Guideline, Standard or Objective	Activity Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method	Start/End Dates	Projected # of Involved Students
Decrease in aggressive behavior	Students will learn to be in control of their emotions	10 week anger management class	Space for class Materials Rewards	Office referrals for fighting or aggressive behavior	12/2/04 6/3/05	15

Principal's Signature  Date 11 April 05

Prepared by Royce Crouch Date 4-11-05

# Utah CGP - Closing the Gap Results Report 2004-2005\*, Elementary Schools

School Dee Elementary

District Ogden City School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data **)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you.)
Krys Knight	Non attenders — 33 students K-5th grades	SFA Family Support Training materials. Student contracts. Tracking attendance. Individual Counseling. Weekly Home visits. Team meetings. Parent meetings. Attendance letters sent to parents. Parents given the Superintendent's letter on attendance. Teacher Consultation. Parent/Teacher Conferences.	August 23, 2004 - June 2, 2005.	All of our students were affected by this process. (33 students direct -K-5).	Attendance tracking and academic records.  Comparing pre - post attendance.  Comparing academic records.  Comparing discipline / behavioral records.	More focus and hard work with getting these 33 students to school.  **See attached support data information.	We will continue to improve our attendance and academics by tracking students with critical attendance issues.

Linda B. Brown 5-23-05 Krys Knight May 23, 2005  
 Principal's Signature Date Date of Staff Presentation Prepared by

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Attach data, examples and documentation

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# Utah Comprehensive Guidance Program

## Intentional Guidance Action Plan 2004-2005

Dee Elementary

Target Group Selection is Based upon the Following Criteria: 28 K - 5th grade students tracked last year with critical attendance issues to see if there is any improvement.

Data Driving This Goal: Daily attendance tracking for absences and tardies. Use of 2003-2004 and 2004-2005 attendance to determine any improvement

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
1. Improve attendance.  2. Stabilize transient population - overall stability to increase from 83% to 85%.  3. Improve academic grades.  4. Overall attendance increase from 94% to 96% (from 2002-2005).  *Next year's goal will be to improve to 95%.	1. Apply time management skills.  2. Use decision making and problem solving skills to improve attendance patterns.  3. Use decision making and problem solving skills to improve academic grades.	1. Parent meeting. 2. Tracking attendance. 3. Individual Counseling. 4. Teacher consultation. 5. Utilizing extrinsic rewards. 6. Phone calls. 7. Student contracts. 8. Weekly family support team meetings. 9. Team meetings. 10. Home visits--parents given the superintendent's letter on attendance. 11. Parent/Teacher Conferences. 12. Helping students building an intrinsic reward system.	1. Individual teacher contract.  2. Administrative Support Team meetings.  3. Grade level pod meetings.  4. Community liaison to send attendance letters.  5. Principal gives Community Liaison a list of families to be notified with attendance letters.	1. Comparing last year and this year's attendance records with targeted group of 28 students.  2. Receiving individual attendance and academic counseling.  3. Comparing attendance records.  4. Comparing academic records.  5. Comparing discipline/behavioral records.	August 23, 2004 to June 2, 2005.	28 students with past critical attendance and academic issues from grades 1-5.

Principal's Signature

Date

Date of Presentation

Prepared By

\*adapted from the ASCA National Model for School Counseling Programs

## ATTENDANCE SUMMARY 2005

By Krys Knight

Overall, Dee's attendance has not improved this school year. Attendance decreased from 96% to 93.18%. This year was a difficult year as far as mobility and getting our students to school with the help of their parents. Each year indicates that the efforts of our Home Visit Team have helped greatly with getting our students here to school. Also, the team is trying to help our parents understand the importance of their child's education, which in turn will contribute to a reduction in absences and tardies.

We selected thirty-three students with severe attendance problems to track. We monitored these students throughout the year and tried numerous strategies to help them. The attempts included the following: phone calls from Arlette, automated call in system for attendance, Rafael, John, Linda, Krys, Jennifer, Dub and the teachers; home visits; parent meetings, Parent-Teacher Conferences. Also, we sent letters, depending on the seriousness of the attendance problem.

The same methods did not work for all of these students. With some students phone calls were effective, with others home visit were more successful. Sometimes the other methods mentioned in the previous paragraph worked, or sometimes a combination of these methods helped to improve a student's attendance. I can not say that any certain ones were more effective than the others. Each student needs to be considered individually as to which method(s) worked best for them. Also, I believe that if there was a strong, positive parental support at home, the attendance would improve.

Next school year 2006, I would like to see more teacher involvement with their students. Parents like to hear from their child (drens) teacher(s). It is more meaningful to the parents for the teacher(s) to contact them because then they believe that the teachers are honestly interested in their children. Also, the Home Visit Team Meetings need to be held consistently each week. Therefore, the team can stay on top of all they are doing and what needs to be done. The Home Visit Team Meetings with the parent's needs to include all teachers and staff involved with that child. I believe that there needs to be a definite schedule for home visits each day. There will always be emergency home visits and we will do them as the need arises. I suggest that a student with critical attendance problems need to be on an attendance contract so they can be monitored more carefully. In conclusion,



## Attendance Summary 2005

I believe that if we are more diligent and firm at the start of a student's attendance problem, we may be more successful in getting the student (s) to school.

### Results Data

- Dee Elementary did not meet the Attendance Goal. Attendance dropped from 96% to 93.18%:
- 28% of the 33 students improved attendance
- 44% of the 33 students did not improve attendance
- 28% of the students stayed the same in attendance

### Transient population

Transient population did not stabilize. The population stability decreased from 85% mobility to 81% mobility. Dee did not meet their goal. Dee's goal is to reach 100% population stability.

### Improved academics

- 48% of the 33 students improved academically
- 45% of the 33 students did not improve academically
- 7% of the 33 students stayed the same academically

### Implications

We will continue to improve our attendance thereby improving our academics. The goals set for the School Year 2005-2006 are in these Areas

- Academics will be to improve from 48% to 80%
- Attendance will be to improve from 28% to 80%
- Transient population will be to decrease from 81% and raise to 86%

Page 3

### Attendance Summary 2005

We will continue our focus tracking the students with critical attendance issues by working with the Home Visit Team, making home visits, phone calls, and meetings with parents, attendance letters, parent-teacher conferences, and finally referrals for educational neglect or truancy. We will continue to offer resources to our families to help their child (ren) be successful in school.

May 12, 2005

## ACTION PLAN AND CLOSING THE GAP PLAN

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District Ogden City School District

Linda B. Brown 5-23-05 Lynn Knight May 23, 2005  
Principal's Signature Date Date of Staff Presentation Prepared by

**\*\*Attach data, examples and documentation**

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# Utah Comprehensive Guidance Program

Ogden SD

## Guidance Activities Action Plan 2004-2005

Edison Elementary

**Target Group Selection is Based upon the Following Criteria:** \_\_\_\_\_

15 % group of the behavioral pyramid

**Data Driving This Goal:**

Teacher selection given to UBI team

**Data collected on discipline tracker**

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Reduce amount of out of class time & off task behaviors in the target group by 25% overall	Competency VII Awareness of the importance of personal responsibility and good work habits	classroom present schoolwide assemblies on target behaviors involvement Think Time school wide	UBI training visit East Midvale Elem Faculty inservice Set up times for teaching students	Actual numbers kept on the Discipline Tracker. We will keep data on out of class times prior to implementation and after implementation	Sep-04 May-05	15% of 435=65 directly impacted but all will benefit by less distraction of learning time

**Principal's Signature**

*Suzanne Bolas*

**Date**

Sept. 2004

**Date of Presentation**

Oct. 2004

**Prepared By**

Marcia Geilmann

\*adapted from the ASCA National Model for School Counseling Programs

## Utah Comprehensive Guidance Program

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the target group by	responsibility and good work	behaviors involvement Think Time school wide	Set up times for teaching students	times prior to implementation and after implementation	by less distraction of learning time
25% overall	habits				

**Principal's  
Signature**

*J. Bolan*

**Date**  
Sept. 2004

**Date of  
Presentation**  
Oct. 2004

**Prepared By**  
Marcia Geilmann

\*adapted from  
the ASCA  
National Model  
for School  
Counseling  
Programs



### **Conclusions to data submitted**

- 1) There was a reduction in the targeted group of students, although the data shown here was a collection of all students including the upper 7% of students on the behavior pyramid.
- 2) By adding an after school detention program in place of out of school suspension or in school suspension we were able to significantly reduce the amount of out of school time and loss of instruction time for students.
- 3) Our specific targeting of behaviors have decreased. We found new areas to target for next year.
- 4) We have revised our curriculum presentations to meet the needs of the various grade levels based on what we saw was working and not working to modify behavior.
- 5) One of the most helpful things we have is our specific data tracking and print-outs that allow us to know what actions are working with which students.

## YTD Actions Report for Suzanne Bolar

Printed on May 18, 2005

### consequences as agreed with parent

INFRACTION	TOTAL	OSS	ISS
cheating /falsifying Information	1	0	0
Total consequences as agreed with parent	1	Total OSS Days 0	Total ISS Days 0

### stay in for recess

INFRACTION	TOTAL	OSS	ISS
Roaming halls	1	0	0
Total stay in for recess	1	Total OSS Days 0	Total ISS Days 0

### After School Detention

INFRACTION	TOTAL	OSS	ISS
Assault	1	0	0
disrespecting others property	1	0	0
Obscene Language	1	0	0
3 buddy rooms / 3 or more lunch detentions	1	0	0
Disrespectful Conduct /disruptive in class	2	0	0
Accessory to Physical Conflict	4	0	0
Disrespectful Conduct	8	0	0
Aggressive Behavior	1	0	0
Aggressive Behavior and Insubordination	1	0	0
Total After School Detention	20	Total OSS Days 0	Total ISS Days 0

### After School Detention, 2 days

INFRACTION	TOTAL	OSS	ISS
Aggressive Behavior, Fighting	2	0	0
Aggressive Behavior bullying other students	1	0	2
Total After School Detention, 2 days	3	Total OSS Days 0	Total ISS Days 2

### After School Detention, 3 days

INFRACTION	TOTAL	OSS	ISS
Aggressive Behavior, Fighting in a school bus	2	0	6
Total After School Detention, 3 days	2	Total OSS Days 0	Total ISS Days 6

### After School Detention, 5 days

INFRACTION	TOTAL	OSS	ISS
writting Obscene Language	1	0	0
Total After School Detention, 5 days	1	Total OSS Days 0	Total ISS Days 0

### After-School Detention and loss of recess

INFRACTION	TOTAL	OSS	ISS
Various	1	0	0
Total After-School Detention and loss of recess	1	Total OSS Days 0	Total ISS Days 0

### apologized

INFRACTION	TOTAL	OSS	ISS
harassing girls	1	0	0
Total apologized	1	Total OSS Days 0	Total ISS Days 0

### Conference with principal, Parent Call

INFRACTION	TOTAL	OSS	ISS
Obscene Language	1	0	0
Total Conference with principal, Parent Call	1	Total OSS Days 0	Total ISS Days 0

### Conference with Student

INFRACTION	TOTAL	OSS	ISS
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# YTD Actions Report for Suzanne Bolar

Printed on May 18, 2005

Fighting	1	0	0
Theft	1	0	0
Total Conference with Student	2	Total OSS Days 0	Total ISS Days 0
<b>Confiscation</b>			
INFRACTION	TOTAL	OSS	ISS
Weapons	2	0	0
Weapons/Illegal Item	1	0	0
Total Confiscation	3	Total OSS Days 0	Total ISS Days 0
<b>Confiscation and Suspension</b>			
INFRACTION	TOTAL	OSS	ISS
Weapons	1	4	0
Total Confiscation and Suspension	1	Total OSS Days 4	Total ISS Days 0
<b>Confiscation/Suspension</b>			
INFRACTION	TOTAL	OSS	ISS
Weapons	1	1	0
Total Confiscation/Suspension	1	Total OSS Days 1	Total ISS Days 0
<b>First Intervention Home</b>			
INFRACTION	TOTAL	OSS	ISS
horse-play	1	0	0
Total First Intervention Home	1	Total OSS Days 0	Total ISS Days 0
<b>fourth intervention home</b>			
INFRACTION	TOTAL	OSS	ISS
Disruption of Class	1	0	0
Total fourth intervention home	1	Total OSS Days 0	Total ISS Days 0
<b>in for recess</b>			
INFRACTION	TOTAL	OSS	ISS
improper language	1	0	0
fighting play ground	1	0	0
Total in for recess	2	Total OSS Days 0	Total ISS Days 0
<b>In-School and After School Detention</b>			
INFRACTION	TOTAL	OSS	ISS
cheating giving false information	2	0	1
Disrespectful Conduct	1	0	0
Disruptive Behavior	2	0	0
Biting physical contact/ aggressive behavior	1	0	0
Theft	1	0	0
Aggressive Behavior	1	0	0
Total In-School and After School Detention	8	Total OSS Days 0	Total ISS Days 1
<b>In-School Suspension</b>			
INFRACTION	TOTAL	OSS	ISS
Aggressive Behavior	1	0	0
3 buddy rooms / 3 or more lunch detentions	1	0	1
Assault	1	0	1
Total In-School Suspension	3	Total OSS Days 0	Total ISS Days 2
<b>In-School Suspension/After School Detention</b>			
INFRACTION	TOTAL	OSS	ISS
Disruption of Class	1	0	1

## YTD Actions Report for Suzanne Bolar

Printed on May 18, 2005

Aggressive Behavior			1	0	0
Assault and/or Battery			1	0	1
Total In-School Suspension/After School Detentio	3	Total OSS Days	0	Total ISS Days	2
<b>Intervention Warning</b>					
INFRACTION			TOTAL	OSS	ISS
Obscene Language			1	0	0
Sexual Harrasment			1	0	0
Total Intervention Warning	2	Total OSS Days	0	Total ISS Days	0
<b>Loss of Computer Access</b>					
INFRACTION			TOTAL	OSS	ISS
Inappropriate Computer Usage			3	0	0
Total Loss of Computer Access	3	Total OSS Days	0	Total ISS Days	0
<b>Lunch Detention</b>					
INFRACTION			TOTAL	OSS	ISS
Aggressive Behavior			1	0	0
Total Lunch Detention	1	Total OSS Days	0	Total ISS Days	0
<b>Lunch Detention/After-School Detention</b>					
INFRACTION			TOTAL	OSS	ISS
Assault			1	0	0
Total Lunch Detention/After-School Detention	1	Total OSS Days	0	Total ISS Days	0
<b>mandatory parent and principal conference</b>					
INFRACTION			TOTAL	OSS	ISS
lewd act			1	1	0
Total mandatory parent and principal conference	1	Total OSS Days	1	Total ISS Days	0
<b>Missed recess all day</b>					
INFRACTION			TOTAL	OSS	ISS
Obscene Language			1	0	0
Total Missed recess all day	1	Total OSS Days	0	Total ISS Days	0
<b>No Action Taken</b>					
INFRACTION			TOTAL	OSS	ISS
Assault			1	0	0
Disruption of Class			1	0	0
hitting other children			1	0	0
Leaving school grounds without permission			1	0	0
Aggressive Behavior, fighting			1	0	0
Sexual Language			1	0	0
more than 3 buddy rooms/ not follow instructions			1	0	0
Total No Action Taken	7	Total OSS Days	0	Total ISS Days	0
<b>out of school suspension</b>					
INFRACTION			TOTAL	OSS	ISS
Aggressive Behavior Fighting			1	3	0
sexual explicit activities level five discipline code			1	2	0
Aggressive Behavior, Fighting			1	3	0
hitting other children			1	1	0
Total out of school suspension	4	Total OSS Days	9	Total ISS Days	0
<b>Parent contact / Apology</b>					
INFRACTION			TOTAL	OSS	ISS

## YTD Actions Report for Suzanne Bolar

Printed on May 18, 2005

Disrespectful Conduct	1	0	0
Total Parent contact / Apology	1	Total OSS Days 0	Total ISS Days 0
<b>Parent Letter</b>			
INFRACTION	TOTAL	OSS	ISS
Accessory to Physical Conflict	1	0	0
Disruption of Class	1	0	0
Disrespectful Conduct / Inciting a conflict	1	0	0
Extortion/Bullying or Threatening	2	0	0
Total Parent Letter	5	Total OSS Days 0	Total ISS Days 0
<b>Pending Parent Conference</b>			
INFRACTION	TOTAL	OSS	ISS
Theft from a Teacher / Obscene Language Regarding a Teacher	2	0	0
Total Pending Parent Conference	2	Total OSS Days 0	Total ISS Days 0
<b>Recess Detention</b>			
INFRACTION	TOTAL	OSS	ISS
throwing objects Mudd/ Rocks / Snowballs etc	2	0	0
Aggressive Behavior bullying other students	1	0	0
Total Recess Detention	3	Total OSS Days 0	Total ISS Days 0
<b>Referral to Stop Violence Classes</b>			
INFRACTION	TOTAL	OSS	ISS
Disruptive Behavior / Inappropriate Artwork	1	0	0
Assault and Battery	1	0	0
Total Referral to Stop Violence Classes	2	Total OSS Days 0	Total ISS Days 0
<b>School Intervention</b>			
INFRACTION	TOTAL	OSS	ISS
Battery	1	0	0
Theft	1	0	0
Total School Intervention	2	Total OSS Days 0	Total ISS Days 0
<b>Suspension</b>			
INFRACTION	TOTAL	OSS	ISS
Aggressive Behavior, Fighting	2	2	0
Assault	2	2	0
Assault and Battery	1	1	0
Assault and/or Battery	2	2	2
Assault/Threatening with intent to do harm	1	2	0
Inappropriate Touching	1	5	0
Theft	1	1	0
theft and hitting other students	1	0	2
assualt	3	1	0
Threatening Behavior	1	2	
Obscene Gestures / Sexual Behavior	1	2	0
Threatening Bodily Harm	2	1	0
Sexual Harrasment	1	3	0
Insubordination	1	1	0
Failure to appear for detention/Insubordination	1	2	0
Extortion/Bullying or Threatening	2	3	0
disruptive behavior	1		1
Vandalism - Went to the bathroom on heater	1	2	0

# YTD Actions Report for Suzanne Bolar

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Vandalism and Graffiti	2	6	0
vebal comments	1	0	0
Disrespectful Conduct	2	2	1
Verbal/Physical Assault	4	4	0
Total Suspension	34	Total OSS Days	44
Total ISS Days	6		
<b>Suspension - May 6 - May 13</b>			
INFRACTION	TOTAL	OSS	ISS
Inappropriate touching of private parts	1	5	0
Total Suspension - May 6 - May 13	1	Total OSS Days	5
Total ISS Days	0		
<b>Suspension for two days, May 10 and 11, 2005</b>			
INFRACTION	TOTAL	OSS	ISS
Vandalism - Urinated on the bathroom heater	1	0	0
Total Suspension for two days, May 10 and 11, 20	1	Total OSS Days	0
Total ISS Days	0		
<b>Suspension out of school</b>			
INFRACTION	TOTAL	OSS	ISS
safety/physical hazard	1	1	0
sexual explicit activities level five discipline code	1	2	0
refusing to follow instruction	1	1	0
Assault	1	1	1
Disrespectful Conduct /disruptive in class	2	4	0
Bullying and assult	1	0	3
Aggresive Behavior bulling other students	1	29	0
Total Suspension out of school	8	Total OSS Days	38
Total ISS Days	4		
<b>Warning</b>			
INFRACTION	TOTAL	OSS	ISS
Disruption of Class	1	0	0
insubordination	1	0	0
Fighting	1	0	0
Threatening with intent to do harm with a weapon	1	0	0
Verbal/Physical Assault	1		0
Verbal/Physical Assault / POSSIBLE EXTORTION	1	0	0
Total Warning	6	Total OSS Days	0
Total ISS Days	0		
<b>Warning (held, pending future actions)</b>			
INFRACTION	TOTAL	OSS	ISS
Aggresive Behavior	1	0	0
Total Warning (held, pending future actions)	1	Total OSS Days	0
Total ISS Days	0		



# Utah Comprehensive Guidance Program

Ogden SD

## Guidance Activities Action Plan 2004-2005

Gramercy Elementary

Target Group Selection Is Based upon the Following Criteria: Students with an absentee rate of 10% or more.

Data Driving This Goal: Excessive absence/tardies reports.

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Improve attendance  Overall attendance improved to 96%.	Apply Time Management.  Use Decision and Problem Solving to foster better attendance.	Daily tracking.  Faculty awareness.  Letters home.  Home visits.  Classroom lessons.  Individual counseling.	Faculty meetings.	End of year attendance rate.  Daily average of attendance school wide.	August 24, 2004 through May 6, 2005.	30-35 students.

  
Principal's Signature

5-16-05  
Date

5-16-05  
Date of Presentation

Matt Herback  
Prepared By

\*adapted from the ASCA National Model for School Counseling Programs

# Utah Comprehensive Guidance Program

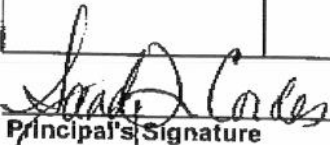
## Intentional Guidance Action Plan 2004-2005

Gramercy Elementary

Target Group Selection is Based upon the Following Criteria: Students with an absentee rate of 10% or more.

Data Driving This Goal: Past history, Excessive absences/tardies reports

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered In What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Improve attendance. Overall attendance be improved to 96%.	Apply Time Management skills.  Use Decision and Problem Solving to foster better attendance.	Daily tracking through computer reports.  Faculty awareness.  Letters home.  Home visits.  Classroom lessons.  Individual counseling.	Faculty meetings.	End of year attendance.  Daily average of attendance schoolwide.	August 28, 2004 through May 6, 2005.	30-35 students.

  
Principal's Signature

9-15-04  
Date

9-15-04  
Date of Presentation

Matt Merbach  
Prepared By

\*adapted from the ASCA National Model for School Counseling Programs

# Utah Comprehensive Guidance Program

Ogden SD

## Guidance Activities Action Plan 2004-2005

Hillcrest Elementary

Target Group Selection is Based upon the Following Criteria: Students with an absentee rate of 10% or more.

Data Driving This Goal: Excessive absence/tardies reports.

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Improve attendance  Overall attendance improved to 96%.	Apply Time Management.  Use Decision and Problem Solving to foster better attendance.	Daily tracking.  Faculty awareness.  Letters home.  Home visits.  Classroom lessons.  Individual counseling.	Faculty meetings.  Person to track attendance.	End of year attendance rate.  Daily average of attendance school wide.	August 24, 2004 through May 6, 2005.	20-25 students.

*Ross G. Lundberg*  
Principal's Signature

*5-17-05*  
Date

*5-17-05*  
Date of Presentation

*Mar Miller*  
Prepared By

\*adapted from the ASCA National Model for School Counseling Programs

# Utah Comprehensive Guidance Program

## Intentional Guidance Action Plan 2004-2005

Hillcrest Elementary

Target Group Selection is Based upon the Following Criteria: Students with an absentee rate of 10% or more.

Data Driving This Goal: Past history, Excessive absences/tardies reports

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Improve attendance.  Overall attendance be improved to 96%.	Apply Time Management skills.  Use Decision and Problem Solving to foster better attendance.	Daily tracking through computer reports.  Faculty awareness.  Letters home.  Home visits.  Classroom lessons.  Individual counseling.	Faculty meetings.  Person to track the attendance.	End of year attendance.  Daily average of attendance schoolwide.	August 28, 2004 through May 6, 2005.	20-25 students

*Rod E. Lunsford*  
Principal's Signature

9-15-04  
Date

9-15-04  
Date of Presentation

*Mark Overlund*  
Prepared By

\*adapted from the ASCA National Model for School Counseling Programs

# Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Mountain View Elementary School

District Ogden City School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Melanie W. Hahn	All students - specific interventions for Student's with less than 90% attendance.	*SIS attendance *Letters *Attendance tracking cards *Rewards *Court Referrals *Business Partnerships *Automated phone calling system	August 23, 2004 - June 2, 2005.	All students- 365+  Specific interventions for 81 students on Hot List .	See attached Holt List and School-wide attendance data sheet.	Improvement in overall school-wide attendance and individual attendance rates. Improvement in literacy and numeracy as a result of regular school attendance.	The data indicates that attendance interventions have helped students and parents recognize the importance of regular school attendance. The habit of regular school attendance will benefit the student throughout their education.

  
Principal's Signature

6-1-05  
Date

6-2-05  
Date of Staff Presentation

Melanie Hahn  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers supporting conclusions and attach data, examples and documentation

# Utah Comprehensive Guidance Program


## Intentional Guidance Action Plan 2004-2005

**Mountain View Elementary**

**Target Group Selection is Based upon the Following Criteria:** Students dropping below 93% attendance in an 8-week period.

**Data Driving This Goal:** "Hot List" Daily attendance tracking.

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Less than 3 absences during an 8-week SFA reading cycle.	Apply time management skills.	*Parent meetings. *Parent/student/teacher contract.	Faculty meeting presentation to outline plan with teachers.	Look at "Hot List" students -- compare attendance between 8-week SFA cycles.	August 23, 2004 -- June 2, 2005.	50 - 75 students K-5 "Hot List".
Overall school-wide attendance increased to 95% average daily attendance.	Use decision problem solving to foster regular attendance.	*Home visits. *Attendance tracking. *Individual Counseling. *Teacher consultation. *Extrinsic rewards - individual & class. *CHAT Team. *Letters *Phone Calls	Rewards donated by Business Partners. Access to SIS. Attendance tracker.	Look at school-wide daily average.		

  
Principal's Signature

11-22-04  
Date

9-7-04  
Date of Presentation

Melanie Hahn  
Prepared By

\*adapted from the ASCA National Model for School Counseling Programs



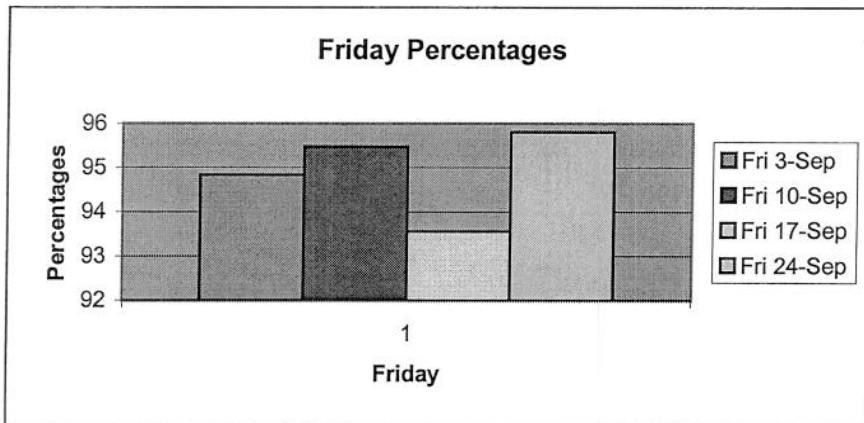
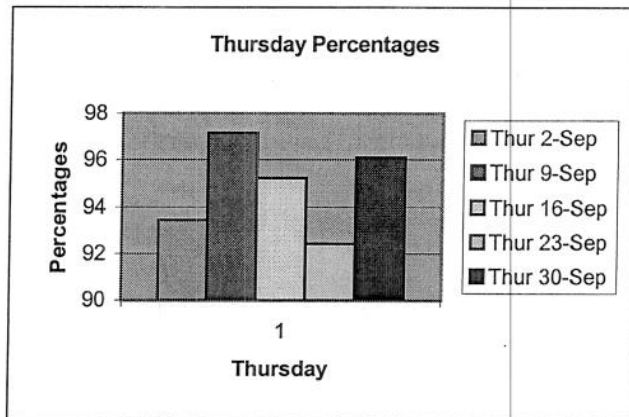
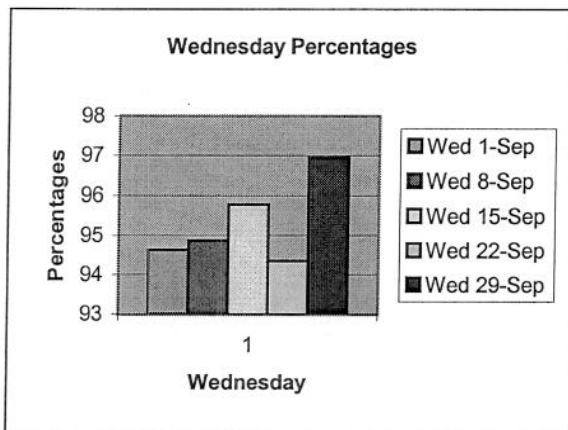
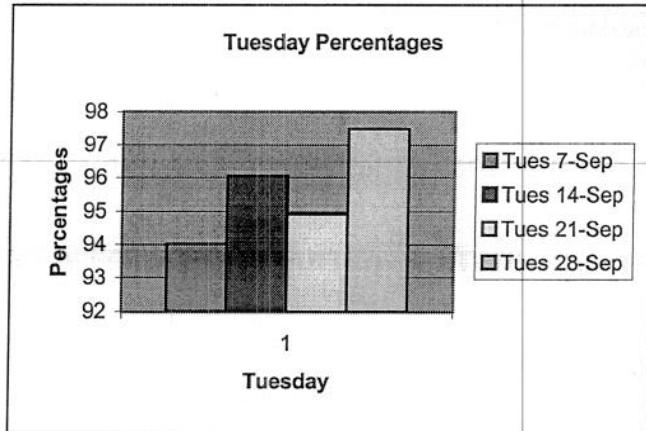
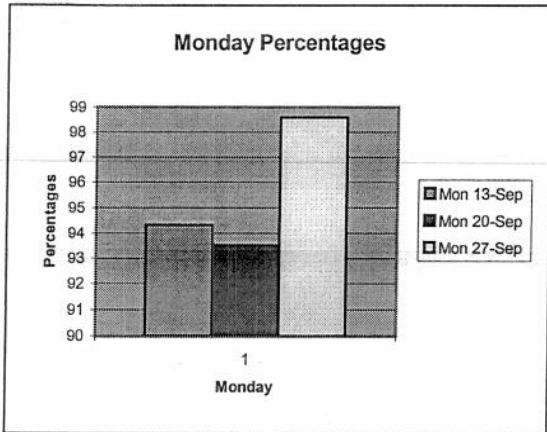
Monthly Attendance Reports

MOUNTAIN VIEW ELEMENTARY

September 2004-June 2005

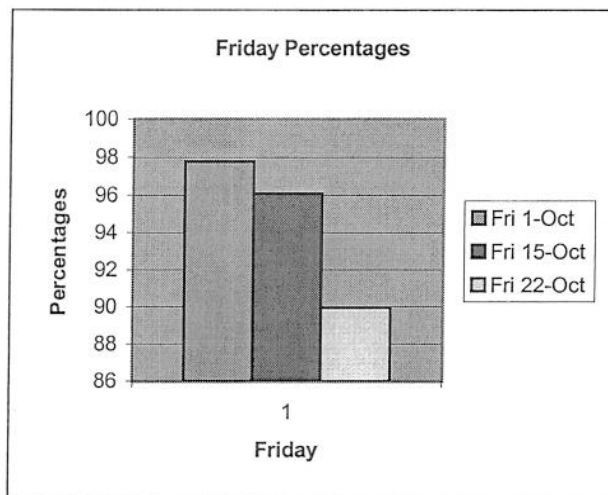
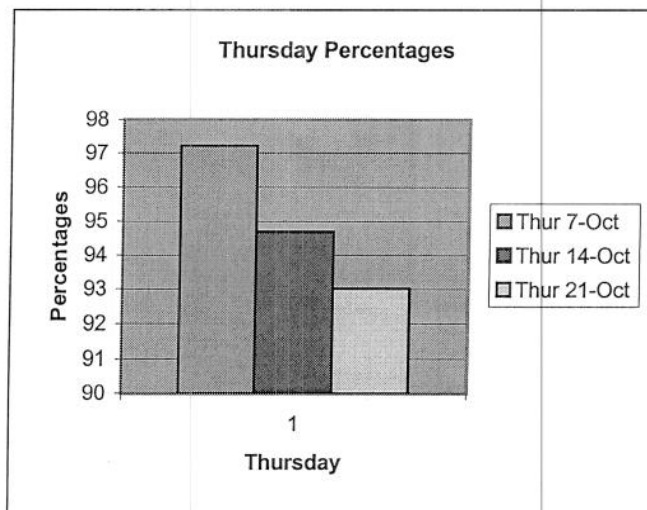
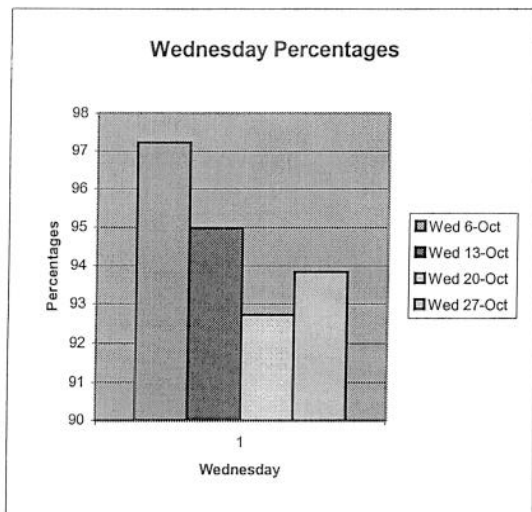
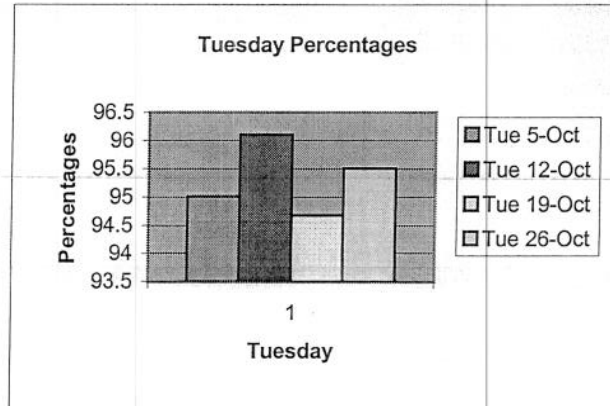
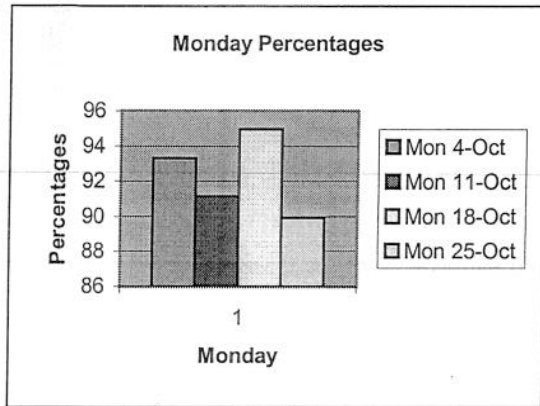
## September (2004) Attendance Worksheet

School Days		Tardies	Students in School	Students Enrolled	Percentage of Enrolled
Wed	1-Sep		335	354	94.63276836
Thur	2-Sep		328	351	93.44729345
Fri	3-Sep		331	349	94.84240688
Tues	7-Sep		330	351	94.01709402
Wed	8-Sep		333	351	94.87179487
Thur	9-Sep		342	352	97.15909091
Fri	10-Sep		338	354	95.48022599
Mon	13-Sep		333	353	94.33427762
Tues	14-Sep		341	355	96.05633803
Wed	15-Sep		340	355	95.77464789
Thur	16-Sep		339	356	95.2247191
Fri	17-Sep		334	357	93.55742297
Mon	20-Sep		332	355	93.52112676
Tues	21-Sep		336	354	94.91525424
Wed	22-Sep		334	354	94.35028249
Thur	23-Sep		330	357	92.43697479
Fri	24-Sep		343	358	95.81005587
Mon	27-Sep		353	358	98.60335196
Tues	28-Sep		350	359	97.49303621
Wed	29-Sep		347	358	96.9273743
Thur	30-Sep		345	359	96.10027855
Mon Average			339.333333	355.333333	95.48625211
Tue Average			339.25	354.75	95.62043062
Wed Average			337.8	354.4	95.31137358
Thur Average			336.8	355	94.87367136
Fri Average			336.5	354.5	94.92252793
Monthly Average			337.936667	354.796667	95.24285112



# October (2004) Attendance Worksheet

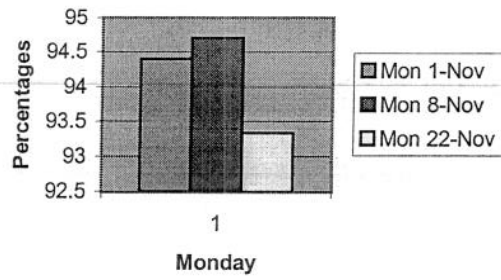
School Days	Tardies	Student in School	Student Enrolled	Percentages of Enrolled
Fri	1-Oct	351	359	97.77158774
Mon	4-Oct	335	359	93.31476323
Tue	5-Oct	343	361	95.01385042
Wed	6-Oct	350	360	97.22222222
Thur	7-Oct	350	360	97.22222222
Mon	11-Oct	329	361	91.13573407
Tue	12-Oct	345	359	96.10027855
Wed	13-Oct	341	359	94.98607242
Thur	14-Oct	339	358	94.69273743
Fri	15-Oct	344	358	96.08938547
Mon	18-Oct	338	356	94.94382022
Tue	19-Oct	338	357	94.67787115
Wed	20-Oct	331	357	92.71708683
Thur	21-Oct	333	358	93.01675978
Fri	22-Oct	340	358	89.94413408
Mon	25-Oct	322	358	89.94413408
Tue	26-Oct	340	356	95.50561798
Wed	27-Oct	335	357	93.83753501
Mon Average		331	358.5	92.3346129
Tue Average		341.5	358.25	95.32440452
Wed Average		339.25	358.25	94.69072912
Thur Average		340.666667	358.666667	94.97723981
Fri Average		345	358.3333333	94.60170243
Monthly Average		339.483333	358.4	94.38573776



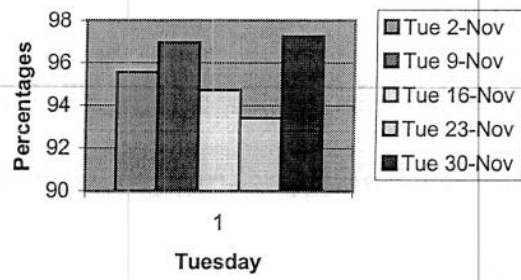
# November (2004) Attendance Worksheet

School Days	Tardies	Students in School	Students Enrolled	Percentages of Enrolled
Mon 1-Nov		337	357	94.3977591
Tue 2-Nov		344	360	95.55555556
Wed 3-Nov		346	359	96.37883008
Thur 4-Nov		344	360	95.55555556
Fri 5-Nov		343	360	95.27777778
Mon 8-Nov		340	359	94.70752089
Tue 9-Nov		349	360	96.94444444
Wed 10-Nov		352	360	97.77777778
Thur 11-Nov		346	362	95.5801105
Fri 12-Nov		345	363	95.04132231
Tue 16-Nov		341	360	94.72222222
Wed 17-Nov		340	358	94.97206704
Thur 18-Nov		341	358	95.25139665
Fri 19-Nov		341	358	95.25139665
Mon 22-Nov		336	360	93.33333333
Tue 23-Nov		340	364	93.40659341
Mon 29-Nov		324	364	89.01098901
Tue 30-Nov		354	364	97.25274725
Mon Average		337.666667	358.666667	94.14620444
Tue Average		345.6	361.6	95.57631258
Wed Average		346	359	96.37622497
Thur Average		343.666667	360	95.46235423
Fri Average		343	360.3333333	95.19016558
Monthly Average		343.186667	359.92	95.35025236

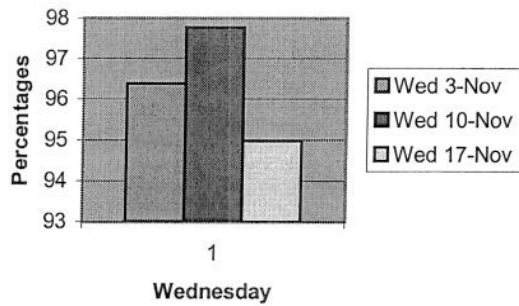
**Monday Percentages**



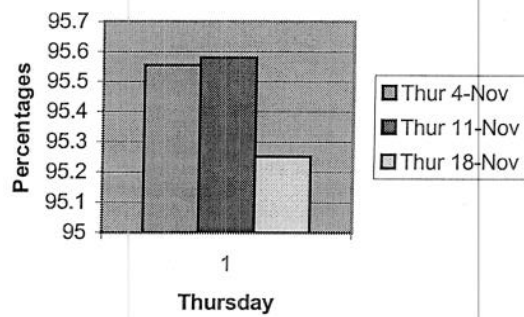
**Tuesday Percentages**



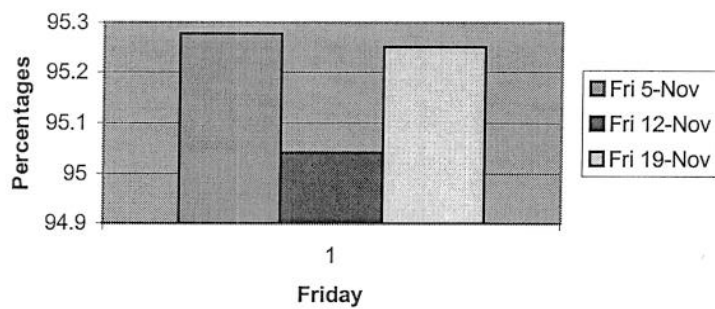
**Wednesday Percentages**



**Thursday Percentages**



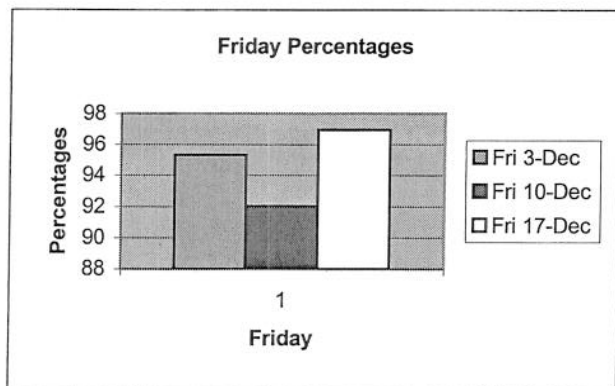
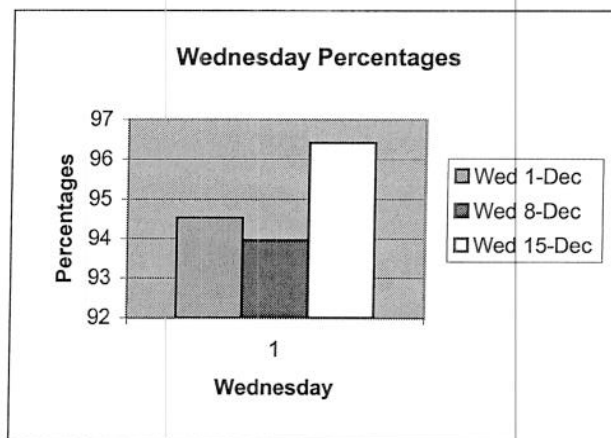
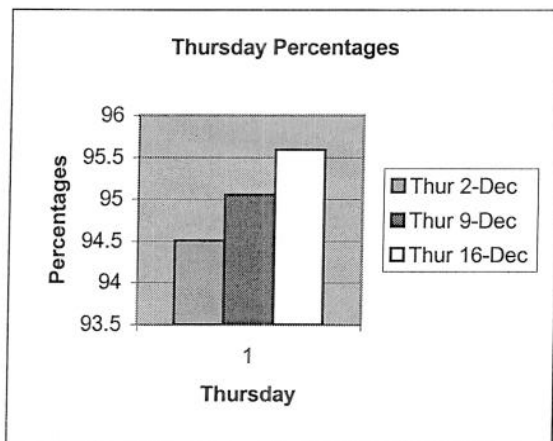
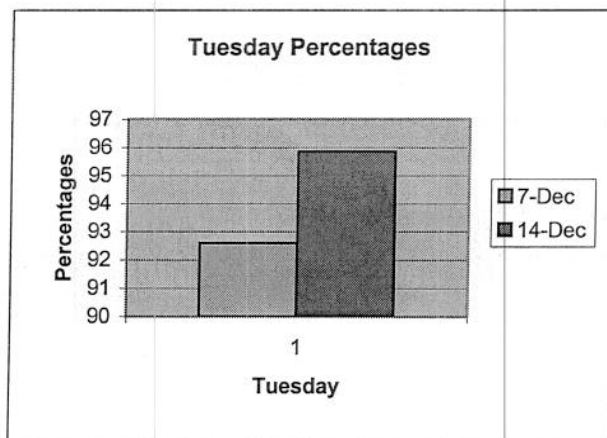
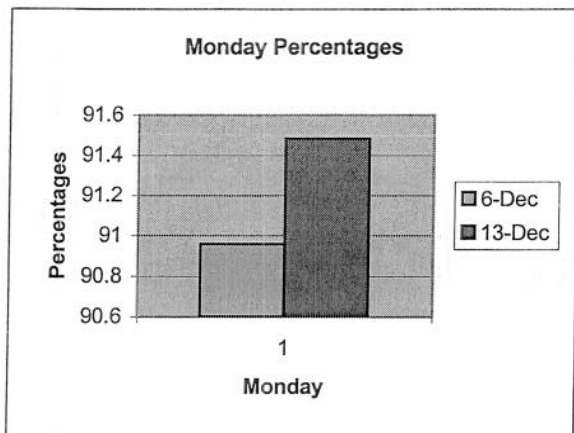
**Friday Percentages**



## December (2004) Attendance Worksheet

School Days		Tardies	Student in School	Student Enrolled	Percentages of Enrolled
Wed	1-Dec		346	366	94.53551913
Thur	2-Dec		344	364	94.50549451
Fri	3-Dec		347	364	95.32967033
Mon	6-Dec		332	365	90.95890411
Tue	7-Dec		338	365	92.60273973
Wed	8-Dec		342	364	93.95604396
Thur	9-Dec		346	364	95.05494505
Fri	10-Dec		335	364	92.03296703
Mon	13-Dec		333	364	91.48351648
Tue	14-Dec		348	363	95.8677686
Wed	15-Dec		350	363	96.41873278
Thur	16-Dec		347	363	95.5922865
Fri	17-Dec		352	363	96.96969697
Mon Average			332.5	364.5	91.2212103
Tue Average			343	364	94.23525416
Wed Average			346	364.3333333	94.97009862
Thur Average			345.666667	363.6666667	95.05090869
Fri Average			344.666667	363.6666667	94.77744478
Monthly Average			342.366667	364.0333333	94.05098331

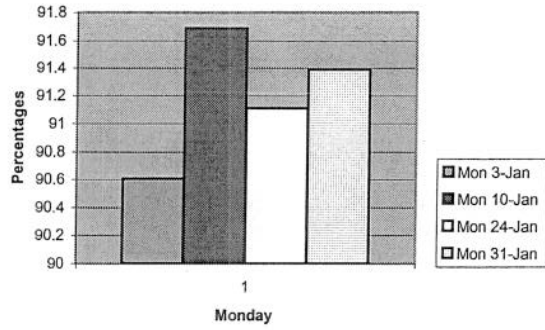




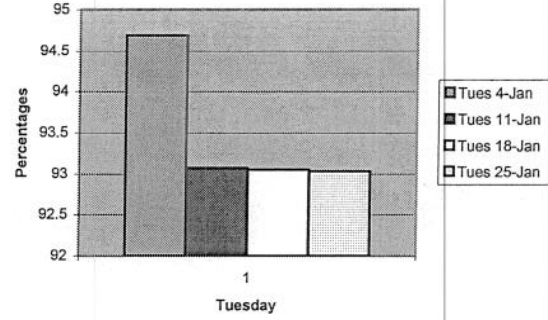
# January (2005) Attendance Worksheet

School Days	Tardies	Student in School	Student Enrolled	Percentages of Enrolled
Mon 3-Jan		328	362	90.60773481
Tues 4-Jan		339	358	94.69273743
Wed 5-Jan		340	358	94.97206704
Thurs 6-Jan		342	361	94.73684211
Fri 7-Jan		341	362	94.19889503
Mon 10-Jan		331	361	91.68975069
Tues 11-Jan		336	361	93.07479224
Wed 12-Jan		338	361	93.62880886
Thurs 13-Jan		335	361	92.79778393
Fri 14-Jan		338	361	93.62880886
Tues 18-Jan		335	360	93.05555556
Wed 19-Jan		343	360	95.27777778
Thurs 20-Jan		342	360	95
Fri 21-Jan		335	360	93.05555556
Mon 24-Jan		328	360	91.11111111
Tues 25-Jan		334	359	93.0362117
Wed 26-Jan		334	360	92.77777778
Thurs 27-Jan		341	360	94.72222222
Fri 28-Jan		333	360	92.5
Mon 31-Jan		329	360	91.38888889
Mon Average		329	360.75	91.19937137
Tue Average		336	359.5	93.46482423
Wed Average		338.75	359.75	94.16410786
Thur Average		340	360.5	94.31421207
Fri Average		336.75	360.75	93.34581486
Monthly Average		336.1	360.25	93.29766608

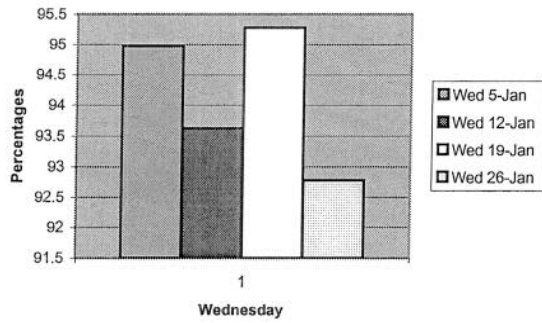
Monday Percentages



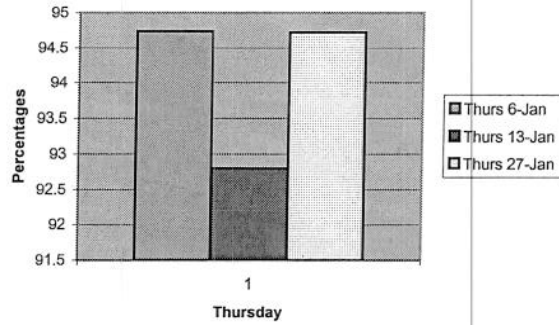
Tuesday Percentages



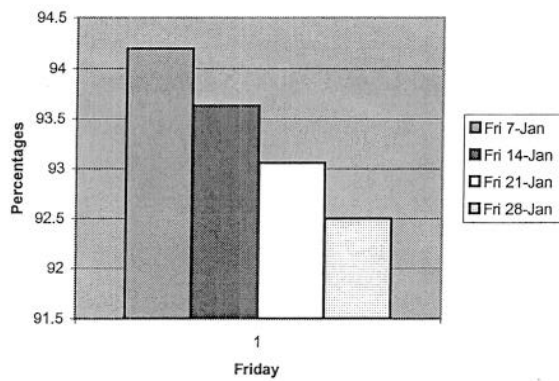
Wednesday Percentages



Thursday Percentages

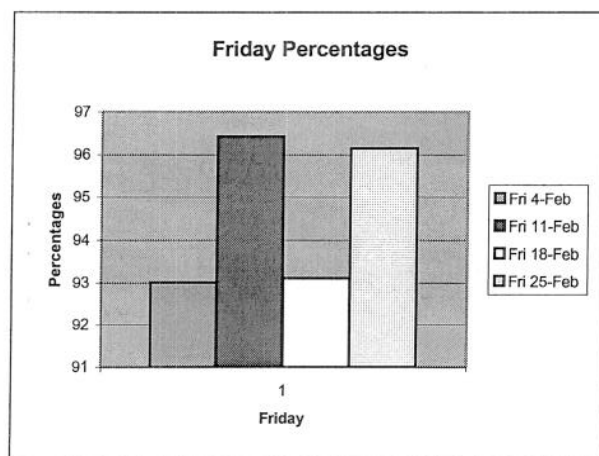
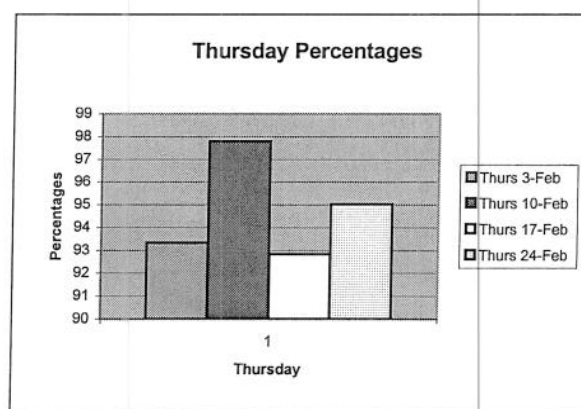
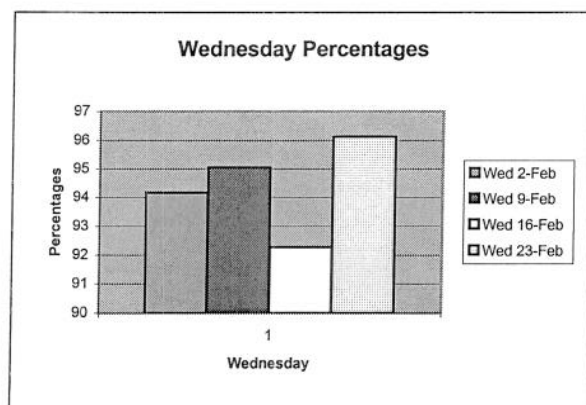
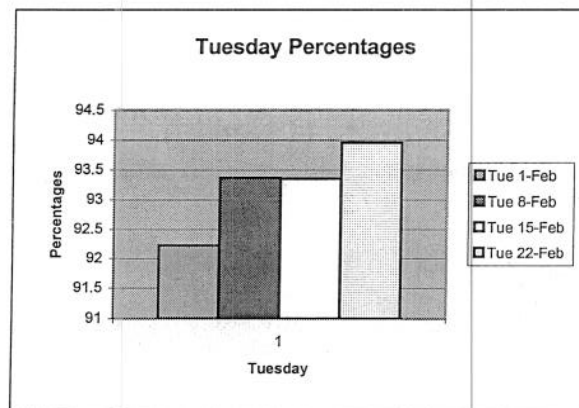
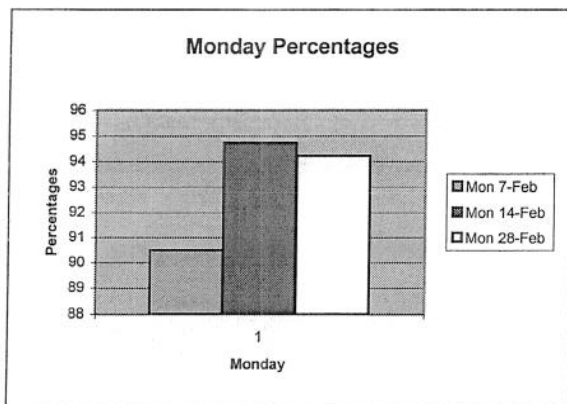


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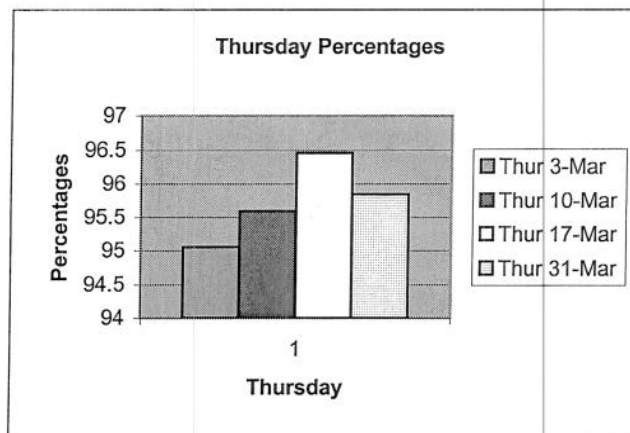
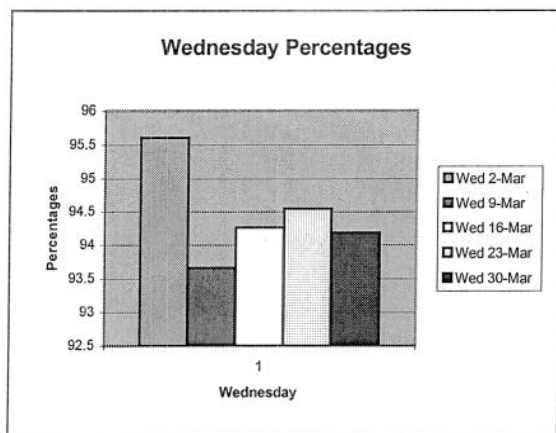
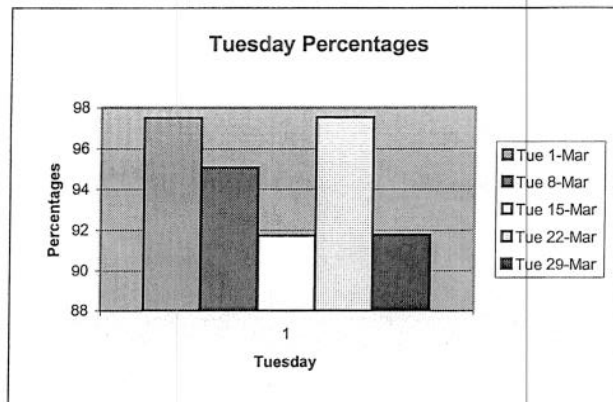
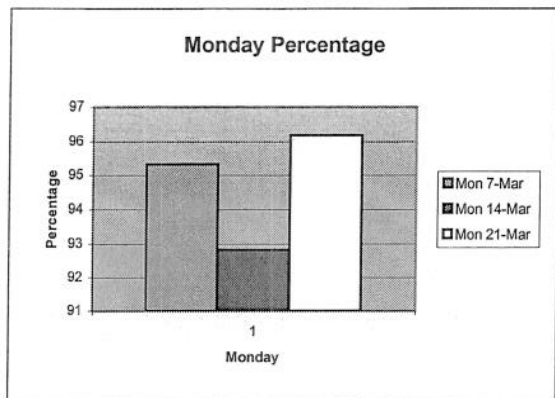
## February (2005) Attendance Worksheet

School Days		Tardies	Student in School	Student Enrolled	Percentages of Enrolled
Tue	1-Feb		332	360	92.22222222
Wed	2-Feb		339	360	94.16666667
Thurs	3-Feb		336	360	93.33333333
Fri	4-Feb		333	358	93.01675978
Mon	7-Feb		324	358	90.5027933
Tue	8-Feb		338	362	93.37016575
Wed	9-Feb		346	364	95.05494505
Thurs	10-Feb		356	364	97.8021978
Fri	11-Feb		351	364	96.42857143
Mon	14-Feb		342	361	94.73684211
Tue	15-Feb		337	361	93.35180055
Wed	16-Feb		335	363	92.28650138
Thurs	17-Feb		337	363	92.83746556
Fri	18-Feb		338	363	93.11294766
Tue	22-Feb		342	364	93.95604396
Wed	23-Feb		348	362	96.13259669
Thurs	24-Feb		344	362	95.02762431
Fri	25-Feb		350	364	96.15384615
Mon	28-Feb		342	363	94.21487603
Mon Average			336	360.6666667	93.15150381
Tue Average			337.25	361.75	93.22505812
Wed Average			342	362.25	94.41017745
Thur Average			343.25	362.25	94.75015525
Fri Average			343	362.25	94.67803125
Monthly Average			340.3	361.8333333	94.04298518



# MARCH (2005) ATTENDANCE WORKSHEET

School Days		Tardies	Students in School	Students Enrolled	Percentage of Enrolled
Tue	1-Mar		353	362	97.51381215
Wed	2-Mar		348	364	95.6043956
Thur	3-Mar		346	364	95.05494505
Mon	7-Mar		347	364	95.32967033
Tue	8-Mar		347	365	95.06849315
Wed	9-Mar		340	363	93.66391185
Thur	10-Mar		347	363	95.5922865
Mon	14-Mar		337	363	92.83746556
Tue	15-Mar		333	363	91.73553719
Wed	16-Mar		345	366	94.26229508
Thur	17-Mar		354	367	96.45776567
Fri	18-Mar		347	367	94.55040872
Mon	21-Mar		353	367	96.1852861
Tue	22-Mar		358	367	97.54768392
Wed	23-Mar		347	367	94.55040872
Tue	29-Mar		335	365	91.78082192
Wed	30-Mar		340	361	94.18282548
Thur	31-Mar		346	361	95.84487535
Mon Average			345.6666667	364.666667	94.78414067
Tue Average			345.2	364.4	94.72926967
Wed Average			344	364.2	94.45276735
Thur Average			348.25	363.75	95.73746814
Fri Average			347	367	94.55040872
Monthly Average			346.0233333	364.803333	94.85081091



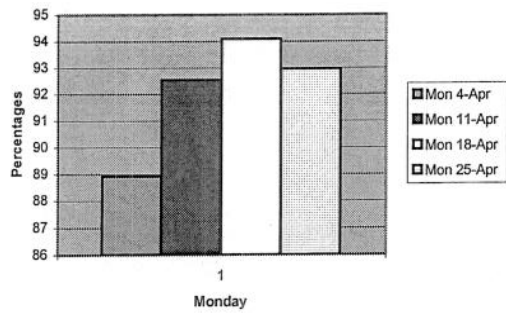
For Friday Percentages there is **no graph** because there was school on just one Friday in the month of March

# APRIL (2005) ATTENDANCE WORKSHEET

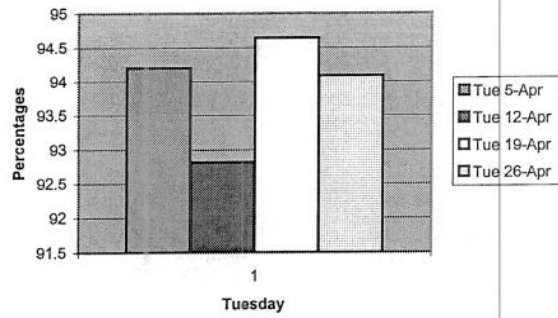
School Days		Tardies	Students in School	Students Enrolled	Percentage of Enrolled
Fri	1-Apr		340	361	94.18282548
Mon	4-Apr		321	361	88.91966759
Tue	5-Apr		341	362	94.19889503
Wed	6-Apr		347	361	96.12188366
Thurs	7-Apr		352	362	97.23756906
Fri	8-Apr		338	362	93.37016575
Mon	11-Apr		335	362	92.54143646
Tue	12-Apr		336	362	92.81767956
Wed	13-Apr		333	360	92.5
Thurs	14-Apr		333	360	92.5
Fri	15-Apr		332	360	92.22222222
Mon	18-Apr		335	356	94.1011236
Tue	19-Apr		336	355	94.64788732
Wed	20-Apr		342	355	96.33802817
Thurs	21-Apr		340	355	95.77464789
Fri	22-Apr		338	355	95.21126761
Mon	25-Apr		330	355	92.95774648
Tue	26-Apr		334	355	94.08450704
Wed	27-Apr		341	355	96.05633803
Thurs	28-Apr		338	355	95.21126761
Fri	29-Apr		335	355	94.36619718
Mon Average			330.25	358.5	92.12999353
Tue Average			336.75	358.5	93.93724224
Wed Average			340.75	357.75	95.25406246
Thur Average			340.75	358	95.18087114
Fri Average			336.6	358.6	93.87053565
Monthly Average			337.02	358.27	94.074541



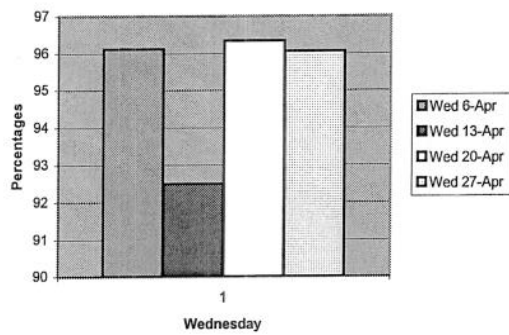
### Monday Percentages



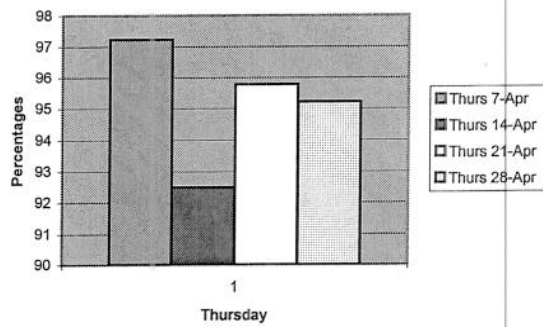
### Tuesday Percentages



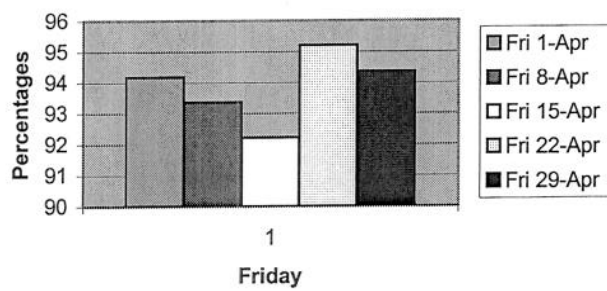
### Wednesday Percentages



### Thursday Percentages



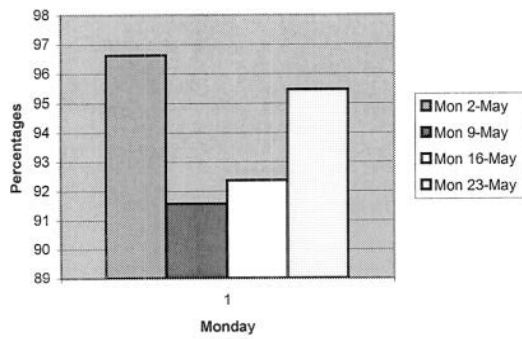
### Friday Percentages



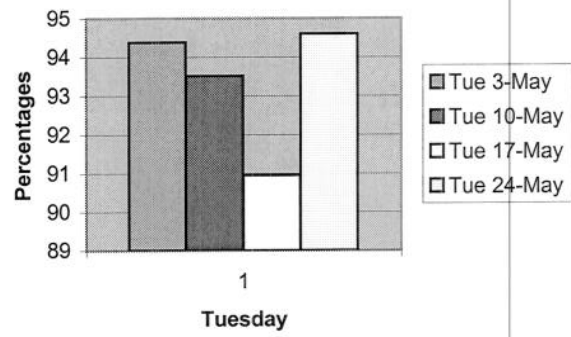
# MAY (2005) ATTENDANCE WORKSHEET

School Days		Tardies	Students in School	Students Enrolled	Percentage of Enrolled
Mon	2-May		344	356	96.62921348
Tue	3-May		336	356	94.38202247
Wed	4-May		338	356	94.94382022
Thur	5-May		343	356	96.34831461
Fri	6-May		338	356	94.94382022
Mon	9-May		326	356	91.57303371
Tue	10-May		332	355	93.52112676
Wed	11-May		330	355	92.95774648
Thur	12-May		334	356	93.82022472
Fri	13-May		336	355	94.64788732
Mon	16-May		327	354	92.37288136
Tue	17-May		322	354	90.96045198
Wed	18-May		335	352	95.17045455
Thur	19-May		333	352	94.60227273
Fri	20-May		324	352	92.04545455
Mon	23-May		337	353	95.4674221
Tue	24-May		333	352	94.60227273
Wed	25-May		335	352	95.17045455
Thur	26-May		333	352	94.60227273
Fri	27-May		324	352	92.04545455
Mon Average			333.5	354.75	94.01063766
Tue Average			330.75	354.25	93.36646848
Wed Average			334.5	353.75	94.56061895
Thur Average			335.75	354	94.8432712
Fri Average			330.5	353.75	93.42065416
Monthly Average			333	354.1	94.04033009

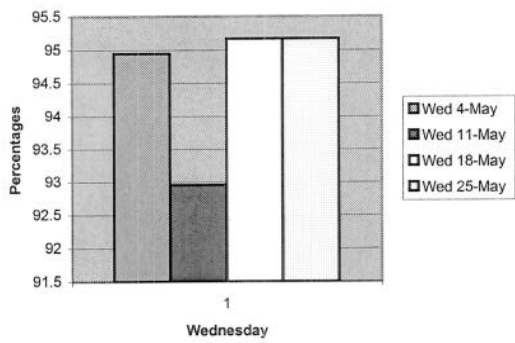
**Monday Percentages**



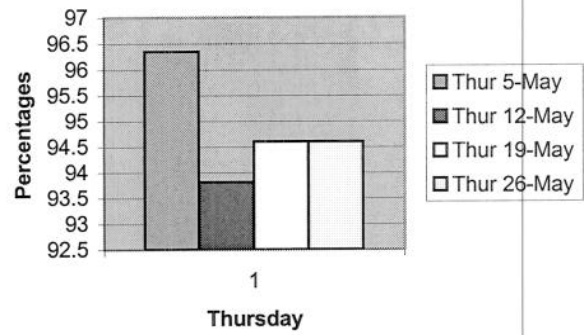
**Tuesday Percentages**



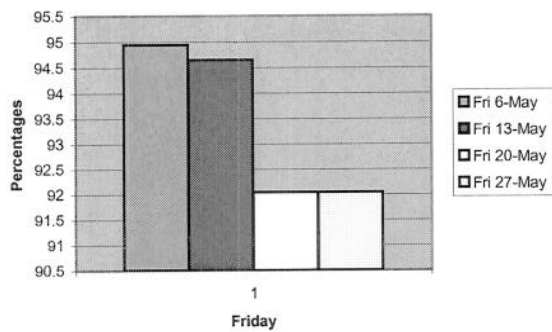
**Wednesday Percentages**



**Thursday Percentages**



**Friday Percentages**



# Utah Comprehensive Guidance Program

Ogden SD

## Guidance Activities Action Plan 2004-2005

Taylor Elementary

Target Group Selection is Based upon the Following Criteria: Students with an absentee rate of 10% or more

Data Driving This Goal: Excessive absences/tardies by a core group of students

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
<p>Improve attendance</p> <p>Overall attendance will be improved to 95%</p> <p>(Fewer than 3 absences in a trimester is 95%)</p> <p>AYP Goal is 93%</p>	<p>Apply time management</p> <p>Use decision and problem solving to foster better attendance</p>	<p>Daily tracking through computer reports</p> <p>Faculty awareness through meetings and memos</p> <p>Letters to home, phone calls, home visits, parent meetings</p> <p>Classroom lessons</p> <p>Individual Counseling</p> <p>Teacher Consultation</p>	<p>Faculty meetings</p> <p>Access to SIS</p> <p>Person to track students' attendance</p>	<p>Comparison of pre-post attendance records within target group</p> <p>Hot List</p> <p>Look at daily average attendance of identified students</p> <p>Look at daily average attendance school wide</p>	<p>8/23/04 - 5/13/05</p> <p>AYP Goal is 93%</p> <p>Attendance at 94%</p>	<p>20-25 students</p>

Principal's Signature

May 2005  
Date

May 2005  
Date of Presentation

Prepared By

\*adapted from the ASCA National Model for School Counseling Programs

# Utah Comprehensive Guidance Program

## Intentional Guidance Action Plan 2004-2005

Taylor Elementary

Target Group Selection is Based upon the Following Criteria: Students with an absentee rate of 10% or more

Data Driving This Goal: Excessive absences/tardies by a core group of students

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Improve attendance  Overall attendance will be improved to 95%  (Fewer than 3 absences in a trimester is 95%)	Apply time management skills  Use decision and problem solving to foster better attendance	Daily tracking through computer reports  Faculty awareness through meetings and memos  Letters to home, Phone Calls, home visits, parent meetings  Classroom lessons  Individual Counseling  Teacher Consultation	Faculty meetings  Access to SIS  Person to track students' attendance	Comparison of pre-post attendance records within target group  Hot List  Look at daily average attendance of identified students  Look at daily average attendance school wide	8/23/04 - 5/13/05	20-25 students

Principal's Signature

October 2004  
Date

October 2004  
Date of Presentation

Prepared By

\*adapted from the ASCA National Model for School Counseling Programs

# Utah Comprehensive Guidance Program

Ogden SD

## Guidance Activities Action Plan 2004-2005

Wasatch Elementary

Target Group Selection is Based upon the Following Criteria: Any student who has demonstrated negative social skills behavior.

Data Driving This Goal: Referrals related to lack of appropriate social skills behavior; 2003-2004 Needs Assessment Survey by students, parents and teachers.

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
<p>Improve Social Skills Behavior.</p> <p>Reduction of referrals for inappropriate social interaction.</p> <p>Students see how positive behaviors impact academics, school performance, relationships, and eliminate aggressive behaviors.</p>	<p>Apply Social Skills.</p> <p>Use SMART Student Manners.</p> <p>Apply Character Ed Values: Citizenship, Compassion, Respect, Integrity, Fairness, Self-discipline, Perseverance, Trust and Responsibility.</p> <p>Apply Anger Management and Decision Making Skills to Foster Appropriate Social Skills/Behavior Patterns.</p>	<p>Monthly Character Ed. lessons.</p> <p>Monthly school-wide "Catch the Bug" Character Ed. themes.</p> <p>Bi-weekly "Catch the Bug" activities/ extrinsic rewards and STOP/THINK/DO signals given to students. Parent letters/ follow-up home activities</p> <p>Pre and Post Test; Individual/ small group counseling. Teacher consultations/follow-up activities(2) monthly after school CIA Club activities.</p>	<p>Faculty/Staff Consultation, Support and follow-up activities; Guidance Counselor to teach the Character Ed. lessons, monthly "Catch the Bug" Themes/Activities, give Pre &amp; Post Test, Individual/small group counseling, Facilitate CIA Club; parent support/permission for student involvement; PTA Parent Volunteers to assist with teaching the Character Ed. lessons,</p>	<p>Pre and Post test findings to measure learning of Social Skill taught.</p> <p>Comparison of Acting out Referrals</p>	<p>October 2004 through May 2005.</p>	<p>300 students grades K-5.</p>

Dwayne L. Hansen May 16, 2005

Principal's Signature

Date

Date of Presentation

Prepared By

Hebbie J. Nelson

\*adapted from the ASCA National Model for School Counseling Programs

# Utah Comprehensive Guidance Program

## Intentional Guidance Action Plan 2004-2005

Wasatch Elementary

Target Group Selection is Based upon the Following Criteria: Watach Elementary K-5th grade students.

Data Driving This Goal: Any student who has been referred for acting out behaviors, tardies or absences.

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
<p>Improve behavior</p> <p>Students see how negative behaviors affect adademic progress/performance.</p> <p>Reduce Pink Slips, tardies and absences.</p>	<p>Apply Anger Management skills.</p> <p>Use assertive communcation.</p> <p>Apply Character Ed Values: Respect, Caring, Responsibility, Fairness, Trustworthiness, Citizenship</p> <p>Participate in Service Learning activities.</p> <p>Use decision problem soliving to foster appropriate behavior patterns.</p>	<p>Monthy Character Ed. lesson, Parent meetings/ letters for follow-up at home.</p> <p>Tracking referrals.</p> <p>Indiv/group counseling.</p> <p>Teacher consultation-- follow-up activities.</p> <p>After school character club/service learning.</p> <p>Mission Statement/ SMART Cards given to each student.</p> <p>Extrinsic rewards.</p>	<p>Faculty/Staff invovlement for tracking pink slips, tardies and absences.</p> <p>School Guidance Counselor to present Character Ed. lessons; individual / small group counseling, facilitate CTA Club.</p> <p>Parent support; permission for student involvement.</p>	<p>Comparison of discipline records within the targeted groups of students receiving classroom lessons, individual, or group guidance counseling.</p> <p>Comparision of tardies.</p> <p>Comparision of absences.</p>	<p>October 2004 through May 2005.</p>	<p>300 students grades K-5.</p>

*Dwayne L. Hansen*  
Principal's Signature

Date

*MAY 5, 2005*  
Date of Presentation

*Hebbie S. Nelson*  
Prepared By

\*adapted from the ASCA National Model for School Counseling Programs